



OUTCOME ASSESSMENT OF THE TIBETAN SCHOLARSHIP PROGRAM

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Outcome Assessment of the Tibetan Scholarship Program

"I think the TSP has been one of the most beneficial and successful programs for meeting the needs of the Tibetan Community in exile. ...This program has a long term impact over the history of Tibet, as it not only meets the current requirements of the society, but also the long-term goal of educating our younger generation, until we get back our country from Chinese occupation."

Tibetan Scholarship Program Grantee

Purpose of the Evaluation

The Office of Policy and Evaluation of the U.S. Department of State's Bureau of Educational and Cultural Affairs (ECA) contracted with SRI International to conduct an outcome assessment of the Tibetan Scholarship Program (TSP). The TSP is a special earmark project under the Mutual Education and Cultural Exchange Act of 1961 (Fulbright-Hays Act) that provides grants to Tibetan refugee students and professionals to study at U.S. institutions of higher learning as professional certificate or Masters degree candidates. Like all programs that belong to the family of Fulbright Programs, the underlying goal of the Tibetan Scholarship Program is to foster mutual understanding. More importantly, however, the Tibetan Scholarship Program aims to strengthen the Tibetan refugee community by giving selected individuals new skills and professional knowledge that they can then use to directly assist their community.

The purpose of this evaluation is to determine if the program has been successful in meeting these goals. The assessment focuses on three main lines of inquiry:

- What did alumni learn -- both culturally and in their substantive fields?
- What was the professional impact of the program on individuals and how have they parlayed what they learned to the Tibetan Refugee Community?
- How did alumni themselves assess the program?

The assessment was carried out through interviews, focus groups, and a survey of alumni who participated in the program from its inception in 1988 to 2002. This evaluation not only documents the achievements of alumni and the contributions of the program experiences to their personal and professional lives and to the life of their community; it also makes note of suggestions made for enhancing the administration of the program.

Overall Assessment

Both during my stay in the United States and since my return to India, I have come to understand that the goal of increased mutual understanding between the peoples of the United States and other countries is a solid contribution of the program.

This assessment finds that the Tibet Scholarship Program is achieving its overall goal of increasing mutual understanding under the Fulbright-Hays mandate, as well as the specific objectives of achieving cultural learning and generating positive personal and professional outcomes and linkages. According to both qualitative and quantitative information collected through several means from grantees, participation in the TSP has provided a highly beneficial educational and cultural experience that serves both the individuals who participated in the program, and the wider Tibetan Refugee Community. The program has thus accomplished what it sets out to do; it has provided

motivated young leaders with the opportunity to develop professional skills, acquire a new cultural perspective, and bring something back to their community.

Virtually all grantees surveyed found the experience to be valuable. The following table summarizes grantees' perceptions of the TSP program and their participation in it. The figures indicate the percentage of grantees who stated that they agree or agree somewhat with the selected statements posed to them. A set of tables providing results of survey responses is provided in Appendix A.

| Outcome Perception | Percent |
|---|------------|
| All in all, I found my Tibetan Scholarship experiences to be valuable. | 100 |
| I am better able to contribute to the political/social/economic development of the Tibetan community as a result of my Tibetan Scholarship experiences. | 96 |
| I have a better understanding of the principles and workings of a democracy as a result of my Tibetan Scholarship experiences. | 92 |
| My Tibetan Scholarship experiences led to a professional expertise I otherwise would not have developed. | 92 |
| I have a greater sense of social responsibility to my community as a result of my Tibetan Scholarship experiences. | 88 |

Program Description

In the spring of 1959, after being forced to flee Tibet, the Dalai Lama re-established the Tibetan Government in exile in northern India. The exiled government relocated to Dharamsala, India the following year, and was named the Central Tibetan Administration

(CTA) of His Holiness the Dalai Lama. The fundamental objective of the CTA has been to rehabilitate Tibetan refugees, estimated to number 140,000 in 2001. Education has been a top priority of CTA rehabilitation efforts.

The Tibet Scholarship Program is administered by the U.S. Department of State through a cooperative agreement with the Tibet Fund, a non-profit, New York-based educational and cultural institution created in 1981 by a small group of U.S. citizens and Tibetan immigrants living in the United States. The Tibet Fund's primary mission is to promote and preserve Tibetan culture and the well-being of the Tibetan refugee community.

The Tibetan Scholarship Program was inaugurated in 1988. Since that time, the Tibet Fund has received an annual grant of approximately \$500,000 from the U.S. Department of State to administer the program. The Tibet Fund itself contributes about \$110,000 each year to the TSP. The TSP has been managed by the Tibet Fund with support from the Department of State under the auspices of its Bureau of Educational and Cultural Affairs.

Since 1988, the TSP has supported more than 255 Tibetan students and professionals to receive higher education and professional training at U.S. universities. Tibetan refugees selected for this program typically live in India and Nepal, and most return to their refugee communities following their participation in the program. The program seeks to award around 70% of its scholarships for two-year degree candidates, with the remainder of scholarships for one-year certificate candidates.

Program Goals

The unique objective of the TSP is to provide and enhance an administrative infrastructure for the Tibetan refugee community in India and Nepal by supporting and training a cadre of younger, mid-level leaders. The TSP is cross-disciplinary. It introduces grantees to current thought and American models in education, law, political science, public health, medicine, business administration, fields that have been deemed germane to the administration of a self-governing community.

The results analyzed in this assessment relate to both the general and specific goals of the TSP. The results are mapped to the two different goals: (1) cultural learning, and (2) personal and professional outcomes and linkages. In addition, grantees were asked to provide their perspectives on the TSP and its administration. The findings of this assessment in each of these areas are presented below.

Evaluation Methodology

The SRI project team commenced the assessment by participating in a series of meetings with representatives of the Office of Policy and Evaluation and the Program Office of the Bureau of Educational and Cultural Affairs, as well as the Tibet Fund. The purpose of

these meetings was to gather relevant documents and data on the TSP, as well as to discuss issues related to the evaluation and to refine the methodology.

Focus Groups. SRI conducted a number of focus groups relatively early in the project not only to collect direct information on grantees' experiences and perceptions, but also to help in the design of structured survey questionnaires. An initial focus group of grantees located in the Washington, D.C. area was held to gain insights into a number of factors such as reasons why participants applied, activities they undertook during their grants, and ways in which their experiences have enabled them to enhance their contributions to the Tibetan community in exile.

Subsequently, a site visit was made to Dharamsala, India in conjunction with the annual conference of the Tibetan Fulbright Alumni Association. In addition to attending the conference sessions, the SRI team conducted a number of focus groups with participating alumni. One group consisted of current members of the Central Coordinating Committee of the Alumni Association. Another focus group was held at the Tibetan Children's Village school located just north of Dharamsala. The team also met with the High-Level Scholarship Committee (HLSC) in Dharamsala. This committee is responsible for the initial recruitment and vetting of applicants for the grants. Finally, the SRI study team also met with the Secretary of the Department of Education, the primary administrative unit within the Central Tibetan Administration responsible for program oversight and operations.

During SRI's meeting with the High-Level Selection Committee in Dharamsala, some concerns were voiced that the grantees' exposure to Western culture and values may be weakening traditional Tibetan cultural values among the community in exile. Concern was also expressed that the number of "non-returnees" is considerably higher than desirable, as is the number of former grantees who emigrate after completing two years of home residency and community service.

TSP Survey. Quantitative and qualitative data for this assessment were collected through a survey of alumni who participated in the TSP from its outset. The TSP Central Coordinating Committee and the Fulbright Alumni Association provided the SRI team with the most recent available contact information for all grantees. SRI also used Web searches, telephone calls and e-mail directories to find the current location of TSP alumni.

With inputs from initial interviews and focus groups, the SRI team designed an English language survey questionnaire that was pre-tested with a group of former grantees located in the Washington, D.C. area. Once the questionnaire was refined, the survey was administered primarily through e-mail and the Web, but also by regular mail. SRI took a full census approach for data collection in order to obtain as many responses as possible. The total population of grantees for the period covered by the assessment (1988-2002) was 255. After adjusting for deceased grantees and inadequate locator information, the final number of questionnaires distributed to grantees was 162. A total of 70 alumni responded, for a 43% response rate. This relatively low response rate is attributed to the

limited internet access and the unreliability of the postal and telephone services in India and Nepal, and was further exacerbated by the geographic diffusion of grantees.

Profile of TSP Grantees. Survey responses classified grantees by type and duration of the grant, employment, age and sex. Over half of respondents (54%) completed a master's degree, and 43% completed a one-year non-degree certificate course. The mean duration of grants was 19 months, with the largest percentages falling into the 24-month (32%) and 12-month (30%) periods of duration. More than half (52%) of participants were less than 35 years of age at the time of their grants. The majority of grantees responding to the survey were men, but this percentage declined consistently over time, from 89% in the late 1980s to 72% since 2000.

About half (51%) of the grantees worked for the CTA when they applied for their TSP grants. The next largest pre-grant employer was the Tibetan Children's Village (29%). At the time of the survey, having completed their grants, 61% worked at the CTA and 15% at the Tibetan Children's Village. Overall, 96% of grantees worked for the CTA, the Tibetan Children's Village, non-profit organizations or other CTA-sponsored/affiliated institution at the time they applied for their grants, and 89% worked for one of these organizations at the time of the survey.

Program Findings

I can't emphasize more how much this scholarship has opened my eyes to the world. By being physically present in the United States in an academic community and engaging in an especially diverse exchange of ideas, I have come to understand and appreciate other cultures better.

The principal results sought by the Tibetan Scholarship Program fall into the categories of (1) cultural learning and (2) professional and personal outcomes and linkages. These results are the consequence of motivations of grantees and activities undertaken by Scholarship recipients. Accordingly, the SRI team sought information to indicate the reasons why grantees applied for and entered the program, what professional and personal activities they carried out during their grants, and what outcomes were attained as a result of their participation.

The findings of this assessment indicate that the alumni's goals for participating in the TSP track with the official goals of the program. The alumni do engage in the educational/professional and personal/cultural activities during the grant that give them new skills and perspectives that they subsequently use to better their personal and professional lives, and the lives of their community. These findings are based on the survey results, and the personal testimony provided by grantees, and is as presented below.

Goal 1: Grant Activities Led to Cultural Learning about both the United States and Tibet.

Being a student in development studies, I wanted to see and experience the other side of the story – one of the most industrialized and liberal societies.

I have traveled to many universities and schools around the United States and gave more than 100 lectures on the Tibet/China issue. In the process, I have met many interesting Americans, and learned a great deal about American culture.

I appreciate the openness of the U.S. society, so multicultural and diverse...I also appreciate the American people's friendliness, the always-ready-to-help attitude.

I was able to personally interact with Americans and create general awareness of Tibet's unique cultural heritage and also the current political situation under China.

- **Motivations of grantees.** TSP alumni participated in the program because they wanted to gain an international perspective and to share Tibetan culture and institutions with people in the United States. Seventy-five percent and 72% identified these two reasons respectively as being “very important” factors in their decision to apply..
- **Activities undertaken.** Turning from goals to activities, all Tibetan grantees engaged in at least some form of media, community or social activities that provided opportunities for learning about American society, sharing ideas, and fostering greater mutual understanding. Over nine in ten watched local television news (97%) and read local newspapers (93%), and 86% visited Americans in their homes. Most grantees participated in social activities (71%), traveled for a weekend or longer with one or more Americans (62%), or attended concerts, plays or other cultural events (61%).
- Nearly three quarters of grantees gave talks about their country's culture (74%), and more than two fifths (43%) gave lessons or demonstrations of specific aspects of their country's culture, such as language, dance, cooking, etc. Nearly all participants interacted with other Tibetans living in the United States (96%), and most engaged in discussions with students from China (80%).
- **Outcomes attained.** According to grantees, their TSP activities yielded clear results in terms of increased cultural learning. Over two thirds of respondents stated that they have learned “a great deal” about the American way of life, and all respondents reported having learned at least something. For example, the vast majority reported having learned about important aspects of U.S. society as a result of their TSP experiences:
 - The U.S. culture or way of life (100%);
 - The U.S. economy (99%);
 - U.S. foreign policy and Tibet (97%);
 - The American political system (96%);
 - Americans' treatment of minorities (96%); and
 - The American educational system (94%).

Goal 2: Personal and Professional Outcomes and Linkages were Attained.

[I am] involved with doing research on socio-economic conditions inside Tibet. My two year experience in the United States has helped a lot.

I used my expertise to formulate and draft a five year educational infrastructure plan for schools under the administration of the Department of Education; I designed a staff development program and helped streamline the school and staff data base.

I organized a workshop on counseling skills for teachers.

While a student, I had the pleasure to serve as a member of the Coalition for School Improvement in western Massachusetts. In this capacity, I had a rare opportunity to observe and learn at close hand about the operation of the American school system.

I will use my development skills in agricultural work and sustainable energy use in the Tibetan community.

- **Motivations of grantees.** TSP grantees have placed a high priority on their desire to attain education and training. The desire to learn new knowledge and skills was the most highly ranked reason for applying, rated as very important by 93% of grantees, and achieving a mean rating of 2.91 on a 3-point scale of importance (with 3.0 representing a unanimous rating of very important).
- **Activities undertaken.** Tibetan grantees engaged in a variety of professional and educational activities during their grants. The most common activity was improving computer skills, reported by 73% of grantees. Nearly one half (47%) completed their Master's degrees, and a considerable proportion enrolled in technical training/formal course work (41%), or observed operations at their host organizations (40%). A fourth or more of respondents stated that they worked on their Master's thesis (36%), took English language courses (30%), completed a formal certificate program (30%), or conducted research (29%).
- **Outcomes attained.** Nearly all TSP alumni (97%) have engaged in some form of educational or professional activity that made use of experiences and knowledge gained during their grants. Sharing with colleagues new knowledge gained during the program was the most common activity, reported by 70% of grantees. This is followed by activities incorporating aspects of the Fulbright experience into professional activities, and becoming a resource for colleagues, both reported by 62%.
- The TSP was perceived as having very positive effects on grantees' professional lives. All respondents reported that their experiences had (1) enhanced their ability to contribute to the Tibetan community, (2) contributed to greater insight into their field, and (3) enhanced their professional credentials. Moreover, the majority stated that the TSP experience had contributed to each of these outcomes "a great deal" (75%, 74% and 66%, respectively).
- Very few grantees (about 2%) reported that their grants had a negative overall effect on their careers. The clear majority (88%) said that their grants had helped their careers at least somewhat, and nearly half (47%) claimed that the grant helped their careers "a lot."

Achievements of Individual Grantees

Approximately one third of Tibetan grantees reported that they had received professional honors, awards or appointments that they could attribute, at least partially, to their Tibetan Scholarship experience. These include the following personal examples:

- *I was elected president of our regional Tibetan Youth Congress.*
- *My hospital gave me a Public Health worker's job, and made me an educator of nurses.*
- *I was charged by the Tibetan Cabinet to take responsibility for introducing organic and sustainable agriculture to our 12 agricultural settlements in India.*
- *I received appreciative letters from the office of His Holiness the Dalai Lama for my contribution in video film making.*
- *I was appointed as a coordinator of the Program on Tibetan Development Studies.*

Personal and Professional Linkages. Exchange program outcomes are strengthened and multiplied if participants maintain personal and professional linkages forged during the period of their involvement. The majority of grantees found that many Americans were interested in learning about Tibet. Many grantees (79%) discovered that the differences between the Tibetan and American cultures were greater than they had expected, and 84% found that Americans were interested in learning about Tibet.

While on their scholarships, many grantees traveled with Americans, gave talks about Tibetan history, culture and current events, and even engaged in discussions with students from China. The latter could be of particular importance for mutual understanding between Chinese students and Tibetan refugees, since representatives from each group may well become an integral part of the future political infrastructure of their respective countries.

Since completing their grants, over nine in ten Tibetan grantees (91%) have had contact with someone they met in the United States during their grants. Many respondents noted multiple sets of ongoing contacts. About 27% maintained continued contact with more than five U.S. students, 35% with more than five social friends or acquaintances, and nearly half (49%) with more than five Tibetan émigrés. Seventeen percent reported continued contact with more than five U.S. faculty members that they had met during their grants, and a similar percentage (16%) said that continued contact with more than

five colleagues from countries other than the United States that they met during their grants.

While much of the continued contact was via e-mail (80% reported using this means of communication), 22% have been visited in their home countries by individuals they met in the United States, and 17% have revisited the United States.

Two thirds of Tibetan grantees said that they were members of the Tibetan Fulbright Alumni Association. Of those who are members, 87% reported attending a conference, 32% have helped organize Alumni Association events, and 26% have served on the Coordinating Committee. Other Alumni Association activities include serving as a resource on orientation sessions, recruiting new members, giving presentations at Association annual conferences, and assisting with the development of the Alumni Association Web site.

Grantees' Assessment of the Program

This is the only program that gives a real opportunity for the needy [Tibetan refugee] youngster to study in the United States, and it must be continued.

Thank you for the Tibetan Scholarship Program, and please do continue this program.

The vast majority of Tibetan grantees reported positive impressions about the TSP program. More than nine in ten participants agreed at least somewhat that they generally felt welcomed and accepted by students and faculty at their host institutions (97%), and that they received sufficient professional support from the faculty and staff at their host institutions (93%). Criticism of the program dealt primarily with issues related to how the program is administered, the selection process, and the lack of choice regarding the university to be attended and the subjects studied by grantees.

How the program is administered. A number of administrative concerns and/or recommendations were voiced by participants. One issue raised was that TSP administrators were not sufficiently involved with the students once they were in the United States. A suggestion was made for more post-grant follow-up by the TSP and the Tibet Fund to assess grantees' experiences at U.S. universities and colleges. Another idea raised was that in addition to the three-day orientation, the TSP should monitor the progress of grantees during their courses of study in the United States, as well as after their return.

The selection process. Respondents raised several issues regarding selection. They suggested that the program should be an open competition for all Tibetans in exile, and selection should be based on qualifications and ability. It was also noted that the policy of reserving places for CTA officials should be abolished.

Choice of university and study direction. Of those who responded to the survey, 60% reported that the Tibet Fund selected their host institutions, and of those who chose their host institutions, only half received their first choice. Some viewed the lack of choice for both the university and the course of study as a negative factor. As a result, some recommended that applicants have total choice of university and subject selection. This could be accomplished by having the TSP prepare a short list of universities they feel are appropriate and feasible. In addition, the TSP should provide grantees with more information about the courses available at the various U.S. universities, perhaps through a Web site that offers information resources and links.

Conclusions

I think this scholarship opens many avenues for Tibetans to get exposed to the various cultures and broaden their frontiers of knowledge. It also contributes to increasing and improving the quality of human resources in the Tibetan government.

I was blessed to receive an opportunity to study in the United States. I request that the program coordinators please continue this scholarship for many years to come.

The TSP is a very valuable program gift from the American government.

The personal comments of grantees revolve around several themes that fit the goal of the Fulbright-Hays Act – learning about the openness of American society, making others aware of the richness of the Tibetan culture and the plight of the Tibetan people, and, in a number of cases, developing greater mutual understanding with the Chinese students they met.

Virtually all participants declared that their Tibetan Scholarship experiences had been valuable. Professionally, grantees gained new skills through education and training, to the extent that most report that their participation in the TSP has helped their career. Personally, grantees gained new perspectives and cultural learning, which they also imparted to their fellow students and friends through a wide range of activities.

Almost all TSP alumni concluded that as a result of their experiences, they are better able to contribute to the political/social/economic development of the Tibetan community. Nine in ten grantees reported that their Tibetan Scholarship experiences led to a professional expertise they otherwise would not have developed. In addition, many grantees noted how they had grown professionally as a result of their participation, by broadening their perspective and increasing their self-confidence and open mindedness. The range of expertise acquired by the grantees on their fellowship program is impressive. The fact that 89% of them continue to work in some capacity in their community, and rely upon their newly acquired skills and perspectives to carry out their jobs, is testimony to the fact that giving individuals the opportunity to learn and develop new skills does directly contribute to the enhancement of the Tibetan refugee community infrastructure.

Appendix A

Data Tables

Tibetan Scholarship Program Grantee Survey

Table A-1
Tibetan Scholarship Grantees' Likelihood
of having Pursued Activities in the United States
if they had Never Received the Tibetan Scholarship Grant

| | Percent | | | | Mean Rating* |
|---|-------------------|-----------------|-----------------|-------------------|-----------------|
| | Definitely not | Probably not | Probably yes | Definitely yes | |
| Likelihood of having visited the United States | 6 | 24 | 65 | 6 | 2.70 |
| Likelihood of having studied in the United States | 23 | 48 | 25 | 4 | 2.09 |

*Items were rated on a 4-point scale, with 1=definitely not, 2=probably not, 3=probably yes, and 4=definitely yes. The midpoint is 2.5.

Source: SRI International, Tibetan Scholarship Program Survey, 2003.

Table A-2
Participation in Orientation Activities in India Prior to Departure for the United States

| | Percent |
|-----|---------|
| Yes | 91 |
| No | 9 |

Source: SRI International, Tibetan Scholarship Program Survey, 2003.

Table A-3
Value of Orientation Activities

| | Percent |
|--------------------|---------|
| Very helpful | 40 |
| Somewhat helpful | 57 |
| Not at all helpful | 3 |

Source: SRI International, Tibetan Scholarship Program Survey, 2003.

Table A-4
Preparedness for Living or Studying in the United States

| | Percent |
|--------------------------------------|---------|
| Visiting the United States | |
| Not at all prepared | 19 |
| Somewhat prepared | 67 |
| Well prepared | 14 |
| Studying in the United States | |
| Not at all prepared | 10 |
| Somewhat prepared | 55 |
| Well prepared | 35 |

Source: SRI International, Tibetan Scholarship Program Survey, 2003.

Table A-5
Reasons for Applying for a Tibetan Scholarship Grant

| | Percent | | | Mean Rating* |
|---|----------------------------------|-----------------------|-------------------|-----------------|
| | Not important/ Not applicable | Somewhat Important | Very Important | |
| Desire to learn new knowledge/skills | 1 | 6 | 93 | 2.91 |
| Desire to gain an international perspective | 1 | 23 | 75 | 2.74 |
| Desire to share Tibetan culture and institutions with people in the United States | 0 | 28 | 72 | 2.72 |
| Desire to learn first hand about the U.S. culture and people | 3 | 30 | 67 | 2.64 |
| Desire to experience a different culture/environment | 1 | 35 | 63 | 2.62 |
| Professional advancement/development | 9 | 35 | 56 | 2.47 |
| Prestige of a Tibetan Scholarship grant | 11 | 32 | 58 | 2.47 |
| Desire to obtain an advanced degree | 19 | 18 | 63 | 2.43 |
| Desire to improve their English language ability | 14 | 39 | 46 | 2.32 |
| Encouragement from their family | 24 | 34 | 42 | 2.18 |
| Opportunity for travel in the United States | 18 | 52 | 30 | 2.12 |
| Favorable reports from others who had prior Tibetan Scholarship experiences | 29 | 36 | 35 | 2.06 |
| Desire to change careers | 48 | 22 | 31 | 1.83 |
| Encouragement from their employer/home institution | 43 | 35 | 22 | 1.78 |
| Family connections in the United States | 72 | 25 | 3 | 1.31 |
| Other | 29 | 24 | 47 | 2.18 |

*Items were rated on a 3-point scale, with 1=not important/not applicable, 2=somewhat important, and 3=very important. The midpoint is 2.0.

Source: SRI International, Tibetan Scholarship Program Survey, 2003.

Table A-6
Grantee had Academic Advisor at the Host Institution

| | Percent |
|-----|---------|
| Yes | 76 |
| No | 24 |

Source: SRI International, Tibetan Scholarship Program Survey, 2003.

Table A-7
Amount of Interaction with Academic Advisor

| | Percent |
|-----------------------|---------|
| Less than 1 hour/week | 35 |
| 1 to 5 hours/week | 59 |
| 5 to 10 hours/week | 6 |
| 10 or more hours/week | 0 |

Source: SRI International, Tibetan Scholarship Program Survey, 2003.

Table A-8
Participation in Orientation Activities After Arriving in the United States

| | Percent |
|-----|---------|
| Yes | 81 |
| No | 19 |

Source: SRI International, Tibetan Scholarship Program Survey, 2003.

Table A-9
Value of Orientation Activities

| | Percent |
|--------------------|---------|
| Very helpful | 60 |
| Somewhat helpful | 38 |
| Not at all helpful | 2 |

Source: SRI International, Tibetan Scholarship Program Survey, 2003.

Table A-10
Professional/Educational Activities during the Grant

| | Percent |
|---|---------|
| Improved their computer skills | 73 |
| Completed their master's degree | 47 |
| Enrolled in technical training/formal course work | 41 |
| Observed operations at other organizations, such as schools, agricultural stations, research institutions, etc. | 40 |
| Worked on their master's thesis | 36 |
| Took English language courses | 30 |
| Completed a formal certificate program | 30 |
| Conducted research | 29 |
| Served as a teaching/research assistant to a faculty member | 14 |
| Served on a student committee | 11 |
| Taught Tibetan language courses or tutorials | 3 |
| Other professional activities | 14 |

Source: SRI International, Tibetan Scholarship Program Survey, 2003.

Table A-11
Community/Social Activities during the Grant

| | Percent |
|--|---------|
| Watched local television news | 97 |
| Interacted with other Tibetans living in the United States | 96 |
| Read local newspapers | 93 |
| Visited Americans in their homes | 86 |
| Interacted with other Tibetan Scholarship grantees | 80 |
| Engaged in discussions with students from China | 80 |
| Gave talks about Tibetan history/culture/current events | 74 |
| Participated in social activities (other than sports) | 71 |
| Listened to local radio stations | 64 |
| Traveled for a weekend or longer with one or more Americans | 62 |
| Attended concerts, plays, or other cultural events | 61 |
| Gave lessons/demonstrations of specific aspects of Tibetan culture | 43 |
| Participated in sports | 16 |
| Other activities | 16 |
| At least one of the above | 100 |

Source: SRI International, Tibetan Scholarship Program Survey, 2003.

Table A-12
Living Arrangements during the Grant

| | Percent |
|---|---------|
| In a dormitory or other building that primarily housed students | 69 |
| With one or more Americans | 22 |
| With other Tibetans | 21 |
| Alone in a house or apartment | 19 |
| With other family members | 6 |
| Other living arrangement | 4 |

Source: SRI International, Tibetan Scholarship Program Survey, 2003.

Table A-13
Participation in Tibet Fund Sponsored Activities during the Grant

| | Percent |
|-----|---------|
| No | 72 |
| Yes | 28 |

Source: SRI International, Tibetan Scholarship Program Survey, 2003.

Table A-14
Value of Tibet Fund Activities

| | Percent |
|--------------------|---------|
| Very helpful | 59 |
| Somewhat helpful | 41 |
| Not at all helpful | 0 |

Source: SRI International, Tibetan Scholarship Program Survey, 2003.

Table A-15
Computer Availability during the Grant

| | Percent |
|--|---------|
| Grantee did not have a dedicated personal computer, but had sufficient access to computers | 74 |
| Grantee did not have sufficient access to computers | 13 |
| Grantee was able to take the computer home following the grant | 12 |
| Grantee was given a dedicated personal computer for use in the United States | 6 |
| Other | 9 |

Source: SRI International, Tibetan Scholarship Program Survey, 2003.

Table A-16
Extent of New Knowledge Gained about the United States
by Tibetan Scholarship Grantees during their Grants

| | Percent | | | | Mean Rating* |
|---|----------------------|------|----------------------|-----------------|-----------------|
| | Little or Nothing | Some | A Moderate Amount | A Great Deal | |
| The U.S. culture or way of life | 0 | 7 | 26 | 67 | 3.60 |
| The U.S. educational system | 6 | 8 | 24 | 62 | 3.42 |
| The U.S. foreign policy and relations with Tibet | 3 | 12 | 39 | 47 | 3.29 |
| The U.S. political system | 4 | 9 | 44 | 43 | 3.26 |
| Americans' treatment of minorities | 4 | 16 | 39 | 41 | 3.16 |
| The U.S. economy | 1 | 27 | 36 | 36 | 3.06 |
| U.S. foreign policy and relations with other countries in general | 6 | 26 | 41 | 27 | 2.90 |

*Items were rated on a 4-point scale, with 1=little or nothing, 2=some, 3=a moderate amount, and 4=a great deal. The midpoint is 2.5.

Source: SRI International, Tibetan Scholarship Program Survey, 2003.

Table A-17
Tibetan Scholarship Grantees' Attitudes about their Grant Experiences

| | Percent | | | | Mean Rating* |
|--|----------|----------------------|-------------------|-------|-----------------|
| | Disagree | Disagree Somewhat | Agree Somewhat | Agree | |
| I generally felt welcomed and accepted by students and faculty at my host institution. | 0 | 3 | 20 | 77 | 3.74 |
| When I first arrived in the United States to begin my grant, someone greeted me and helped me settle in. | 3 | 3 | 16 | 78 | 3.70 |
| My employer/home institution was supportive of my grant | 0 | 5 | 25 | 69 | 3.64 |
| I received sufficient professional support from the faculty/professional staff at my host institution. | 0 | 7 | 24 | 69 | 3.61 |
| I felt that I was notified of the award in time to prepare adequately for departure. | 3 | 6 | 23 | 69 | 3.57 |
| I met people from all over the world. | 4 | 3 | 30 | 63 | 3.51 |
| People at my host institution invited me to their social activities. | 9 | 6 | 19 | 66 | 3.43 |
| I experienced relatively few difficulties in finding adequate living quarters. | 6 | 16 | 15 | 63 | 3.34 |
| My host institution was a good match with my needs and interests. | 6 | 9 | 31 | 54 | 3.33 |
| I received sufficient information on the logistics of traveling to the United States. | 10 | 4 | 36 | 50 | 3.26 |
| I found that many Americans were interested in learning about Tibet. | 4 | 12 | 39 | 45 | 3.25 |
| The differences between Tibetan culture and American culture were greater than I expected. | 4 | 16 | 39 | 40 | 3.15 |
| I was satisfied with the amount of the stipend. | 10 | 10 | 46 | 34 | 3.03 |
| I spent much of my free time with Tibetan friends/family. | 21 | 26 | 38 | 15 | 2.47 |

*Items were rated on a 4-point scale with 1=disagree, 2=disagree somewhat, 3=agree somewhat, and 4=agree. The midpoint is 2.5.

Source: SRI International, Tibetan Scholarship Program Survey, 2003.

Table A-18
Tibetan Scholarship Grantees' Contacts
with Individuals from the United States
Since Completing the Grant

| | Percent | | | |
|--|---------|--------|--------|-------------|
| | None | 1 or 2 | 3 to 5 | More than 5 |
| Tibetan émigrés to the United States | 4 | 26 | 21 | 49 |
| Other U.S. contacts | 12 | 22 | 31 | 35 |
| U.S. students | 18 | 25 | 30 | 27 |
| U.S. faculty | 20 | 44 | 19 | 17 |
| Students/faculty from countries other than the United States | 29 | 29 | 25 | 16 |
| Tibet Fund administrators/employees | 34 | 45 | 11 | 9 |

Note: 95% of Tibetan Scholarship Grantees reported having had some contact with people they met in the United States since completing their grant.

Source: SRI International, Tibetan Scholarship Program Survey, 2003.

Table A-19
Degree of Continued Contact with People from the United States

| | Percent |
|---------------|---------|
| Not at all | 5 |
| Some | 46 |
| A fair amount | 41 |
| A great deal | 8 |

Source: SRI International, Tibetan Scholarship Program Survey, 2003.

Table A-20
Means of Continued Contact with People from the United States

| | Percent |
|---|---------|
| E-mail | 80 |
| Telephone | 22 |
| Regular mail | 22 |
| Individuals from the U.S. visited grantee in grantee's home country | 22 |
| Grantee revisited the United States | 17 |
| Attendance at professional conferences, workshops, or other events | 13 |

Source: SRI International, Tibetan Scholarship Program Survey, 2003.

Table A-21
Amount of Difficulty Grantees had in Finding a Job After the Grant

| | Percent |
|-----------------------------|---------|
| No difficulty | 79 |
| Some difficulty | 8 |
| A fair amount of difficulty | 6 |
| A great deal of difficulty | 6 |

Source: SRI International, Tibetan Scholarship Program Survey, 2003.

Table A-22
Grantees' Years of Tibetan Community Service

| | Percent | | | | Mean Number of |
|------------------|-----------------|------------------|-------------------|---------------------|----------------|
| | 1 to 5 Years | 6 to 10 Years | 11 to 15 Years | 16 or more Years | Years |
| Before the Grant | 30 | 22 | 19 | 28 | 11.03 |

| | Percent | | | | Mean Number of |
|-----------------|-----------|-----------------|-----------------|--------------------|----------------|
| | 1 Year | 2 to 4 Years | 5 to 8 Years | 9 or more Years | Years |
| After the Grant | 20 | 28 | 28 | 23 | 5.16 |

Source: SRI International, Visiting Tibetan Scholarship Grantee Program Survey, 2003.

Table A-23
Educational/Professional Activities Since Completing the Grant

| | Percent |
|--|---------|
| Shared new knowledge with colleagues | 70 |
| Incorporated the grant experience into professional activities | 62 |
| Became a resource for colleagues | 62 |
| Became more involved in Tibetan issues | 49 |
| Developed a new course | 26 |
| Changed teaching methods | 26 |
| Taught computer skills to colleagues/students | 26 |
| Changed career path | 21 |
| Pursued additional educational opportunities | 18 |
| Other | 10 |
| At least one of the above | 97 |

Source: SRI International, Tibetan Scholarship Program Survey, 2003.

Table A-24
Tibetan Scholarship Grantees' Perceptions of the Tibetan Scholarship Experience in General

| | Percent | | | | Mean Rating* |
|--|----------|-------------------|----------------|-------|--------------|
| | Disagree | Disagree Somewhat | Agree Somewhat | Agree | |
| All in all, I found my Tibetan Scholarship experiences to be valuable. | 0 | 0 | 9 | 91 | 3.91 |
| I am proud to have been a Tibetan Scholarship grantee. | 0 | 1 | 14 | 84 | 3.83 |
| I am better able to contribute to the political/ social/economic development of the Tibetan community as a result of my Tibetan Scholarship experiences. | 0 | 4 | 24 | 72 | 3.68 |
| I have a greater sense of social responsibility to my community as a result of my Tibetan Scholarship experiences. | 1 | 10 | 26 | 62 | 3.49 |
| I have a better understanding of the principles and workings of a democracy as a result of my Tibetan Scholarship experiences. | 3 | 4 | 43 | 49 | 3.39 |
| My Tibetan Scholarship experiences led to a professional expertise I otherwise would not have developed. | 3 | 4 | 43 | 49 | 3.39 |
| My Tibetan Scholarship was a life-changing experience for me. | 10 | 16 | 32 | 42 | 3.06 |
| I am more likely to become promoted into a position of influence as a result of my Tibetan Scholarship experiences. | 16 | 24 | 35 | 25 | 2.70 |
| I have found it difficult to implement changes in the Tibetan community since completing my Tibetan Scholarship grant. | 25 | 25 | 37 | 13 | 2.37 |

*Items were rated on a 4-point scale, with 1=disagree, 2=disagree somewhat, 3=agree somewhat, and 4=agree. The midpoint is 2.5.

Source: SRI International, Tibetan Scholarship Program Survey, 2003.

Table A-25
Effect of the Tibetan Scholarship Experience on Tibetan Scholarship Grantees' Professional Lives

| | Percent | | | | Mean Rating* |
|---|------------|-----------|-------------|--------------|--------------|
| | Not at All | Some-what | Quite a Bit | A Great Deal | |
| Enhanced their ability to contribute to the Tibetan community | 0 | 13 | 12 | 75 | 3.62 |
| Contributed to greater insight into their professional field | 0 | 14 | 12 | 74 | 3.61 |
| Enhanced their professional credentials | 0 | 18 | 16 | 66 | 3.48 |
| Contributed to their subsequent educational achievements | 5 | 14 | 17 | 65 | 3.42 |
| Contributed to their subsequent career choices | 11 | 21 | 23 | 45 | 3.02 |

*Items were rated on a 4-point scale, with 1=not at all, 2=somewhat, 3=quite a bit, and 4=a great deal. The midpoint is 2.5.

Source: SRI International, Visiting Tibetan Scholarship Grantee Program Survey, 2003.

Table A-26
Effect of the Tibetan Scholarship Experience
on Tibetan Scholarship Grantees' Careers

| | Percent | | | | | Mean Rating* |
|--|---------------|------------------|--------------|--------------------|-----------------|-----------------|
| | Hurt a Lot | Hurt Somewhat | No Effect | Helped Somewhat | Helped a Lot | |
| Helped their career | 0 | 2 | 11 | 41 | 47 | 4.33 |
| Helped the way other Tibetans interact with and react to them | 0 | 3 | 13 | 49 | 35 | 4.16 |
| Helped their ability to get the jobs of their choice | 0 | 3 | 32 | 32 | 33 | 3.95 |
| Helped their ability to get promotions | 0 | 2 | 39 | 38 | 21 | 3.79 |

*Items were rated on a 5-point scale, with 1=hurt a lot, 2=hurt somewhat, 3=no effect, 4=helped somewhat, and 5=helped a lot. The midpoint is 3.0.

Source: SRI International, Visiting Tibetan Scholarship Grantee Program Survey, 2003.

Table A-27
Recommendations to Friends or Colleagues

| | Percent | |
|---|---------|----|
| | Yes | No |
| That they apply for a Tibetan Scholarship Grant | 97 | 3 |
| That they participate in international exchange programs in general | 89 | 11 |

Source: SRI International, Tibetan Scholarship Program Survey, 2003.

Table A-28
Member of Tibetan Fulbright Alumni Association

| | Percent |
|-----|---------|
| Yes | 67 |
| No | 33 |

Source: SRI International, Tibetan Scholarship Program Survey, 2003.

Table A-29
Participation in Alumni Association Activities Since Completing the Grant

| | Percent |
|--|----------------|
| Attended an annual conference | 87 |
| Helped organize Alumni Association events | 32 |
| Served on the Coordinating Committee | 26 |
| Served as resource in an orientation session | 21 |
| Assisted in recruiting new members | 21 |
| Gave a presentation at annual conference | 18 |
| Assisted with the development of the Alumni Association Web site | 11 |
| Other | 11 |

Source: SRI International, Tibetan Scholarship Program Survey, 2003.

Table A-30
Tibetan Scholarship Grantees' Current Job Focus

| | Percent | | | | Mean Rating* |
|---|-------------------|------------------|--------------------|---------------------|---------------------|
| | Not at All | Some-what | Quite a Bit | A Great Deal | |
| Extent to which their current job involves government | 19 | 17 | 6 | 59 | 3.06 |
| Extent to which their current job involves cultural affairs | 17 | 19 | 23 | 40 | 2.87 |
| Extent to which their current job involves information technology | 23 | 27 | 25 | 25 | 2.52 |
| Extent to which their current job involves teaching | 38 | 15 | 13 | 34 | 2.43 |
| Extent to which their current job involves education administration | 40 | 13 | 11 | 36 | 2.43 |
| Extent to which their current job involves business management/administration | 42 | 12 | 19 | 28 | 2.33 |
| Extent to which their current job involves health | 44 | 11 | 20 | 24 | 2.24 |
| Extent to which their current job involves career/education counseling | 43 | 16 | 16 | 25 | 2.23 |
| Extent to which their current job involves economics | 43 | 14 | 19 | 24 | 2.24 |

*Items were rated on a 4-point scale, with 1=not at all, 2=somewhat, 3=quite a bit, and 4=a great deal. The midpoint is 2.5.

Source: SRI International, Visiting Tibetan Scholarship Grantee Program Survey, 2003.

Table A-31
Profile of Tibetan Scholarship Grantees, 1988-2002

| | Percent |
|--|---------|
| Type of Grant | |
| Two-year Master's degree | 54 |
| One-year non-degree course | 43 |
| Less than 6-month short-term scholarship | 3 |
| Duration of Grant (including extensions) | |
| Less than 12 months | 17 |
| 12 months | 30 |
| 13-23 months | 10 |
| 24 months | 32 |
| More than 24 months | 10 |
| Extended their Stay in the United States beyond the Grant duration (including extensions) | |
| Yes | 26 |
| No | 74 |
| Duration of Total Stay in the United States | |
| Less than 12 months | 7 |
| 12 months | 20 |
| 13-23 months | 20 |
| 24 months | 13 |
| More than 24 months | 40 |
| Age at Time of Grant | |
| 20 to 29 | 31 |
| 30 to 34 | 21 |
| 35 to 39 | 23 |
| 40 or older | 24 |
| Sex | |
| Male | 75 |
| Female | 25 |

Source: SRI International, Tibetan Scholarship Program Survey, 2003.

Table A-32
Employment Profile of Tibetan Scholarship Grantees, 1988-2002

| | Percent |
|---|---------|
| Employment Status at Time of Application | |
| Employed | 93 |
| Not employed | 7 |
| Type of Employer Organization at Time of Application | |
| CTA | 51 |
| Tibetan Children Village School | 29 |
| Non-profit organization | 10 |
| Other CTA-sponsored/ affiliated institution | 6 |
| Higher education institution | 2 |
| Private sector for-profit organization | 2 |
| Other | 2 |
| Current Employment Status | |
| Employed | 93 |
| Not employed | 7 |
| Type of Employer Organization after Completing the Grant | |
| CTA | 61 |
| Tibetan Children Village School | 15 |
| Non-profit organization | 8 |
| Other CTA-sponsored/affiliated institution | 5 |
| Higher education institution | 2 |
| Other | 6 |
| Does not apply; did not look for/find a job | 3 |

Source: SRI International, Tibetan Scholarship Program Survey, 2003.